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A STUDY OF THE NEEDS FOR AN AUDIO-VISUAL EDUCATION CENTER
AT APPALACHIAN STATE TEACHERS COLLEGE

A Thesis
Presented to
the Faculty of the Graduate School
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
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CHAPTER I

INTRODUCTION

The use of visual instructions may be traced back to the time when crude figures were drawn in the sand or in caves by the pre-historic dwellers. The earliest of records were picture records. This method of transfer of learning, having laid part of the foundation of our present day system of education, has not kept pace with the development of the human race in other fields of endeavor. For an untold number of centuries visual-aids were responsible, to a great extent, for the small amount of information that was disseminated throughout the world. These early attempts of man to pass information to others came down to us in the form of drawings in caves, on stone or bone. During this period of development, observation was the chief method of learning.

As the pages of history unfold we find from these crude beginnings an advancement in the use of visual-aids by the Egyptians in the transition from picture writing to the early alphabet.

Passing on over the history of the period dominated by the ancient Greeks and also during the Middle Ages, it has been found that many real situations were used in directing

their learning activities. According to Leman¹ the greatest representative of sense realism in the world of education before the latter part of the Eighteenth Century was John Comenius (1592-1671). He was responsible for the shifting of the entire emphasis in instruction from words to things. His book, the *Orbis Sensaulium Pictus* was the first illustrated book ever printed for the use of children.

During the period following Comenius to the beginning of the Twentieth Century there was much improvement in the use of visual aids which necessarily came along with other developments. People began to realize the great value and importance of pictures, diagrams, etc., in an advancing civilization. Naturally great strides in audio-visual education could not be taken until certain other conditions were improved. Shortly after the beginning of the Twentieth Century many inventions and discoveries opened the pathway for newer and richer ways of living. It was then that sound was added to the many of our visual aids making the forerunner of our present set up in Audio-Visual Education possible. As a result of the many developments and improvements, our methods of teaching have improved to a great extent. Audio-Visual Aids are finding their place in

¹ G. W. Leman, Visual Aids in Education (Curricular Syllabus Number one. Paterson, N. J.: State Teachers College Press, 1945), p. 4.

most every form of our everyday life. The schools, churches, factories, armed services, and etc., are now taking advantage of the opportunities being offered along this line.

A recent survey of colleges and teacher training institutions reveal the fact that many college officials are aware of the role of the radio and motion pictures in molding the lives of girls and boys. They believe that the teacher training institutions have a responsibility in the preparation of teachers to teach discrimination in the use of these media.²

In as much as the main purpose of the Appalachian State Teachers College is the preparation of public school teachers, and if Appalachian is to fulfil its purpose as a teacher training institution, it is obvious that the organization of an audio-visual aid regional center is mandatory. Research studies have agreed that the best results from the use of various audio-visual aids may be secured only when materials are available when needed. Therefore the study proposed was made to determine the need for a regional center in the area surveyed.

Statement of the problem. It was the purpose of this study (1) to determine the needs for the establishment of a regional center for Audio-Visual Education at the Appa-

² Edgar Dale, compiler, Motion Pictures in Education (fourth series; New York: H. W. Wilson Company, 1938), pp. 430-31.

lachian State Teachers College to serve the western part of North Carolina; and (2) to determine the amount of interest shown in an Audio-Visual regional center through a questionnaire study and also by personal contact.

Importance of the study. The growing importance of audio-visual instruction is being recognized by authorities in the field of education. It has become a vital part of the curriculum of the public schools throughout all the forty-eight states. It is only through means of regional centers that satisfactory service may be provided in supplying the audio-visual needs of an area. These services have been especially limited in the area studied. It has been pointed out by Noble³ that perhaps the greatest advantage to be derived from the network of educational film distributing units is that the service would be of, by, and for the schools familiar with their needs and with immediate entree therein. The importance of an extensive use of visual aids cannot be overemphasized when it is to be remembered "that the Office of Education training films have speeded up the war training process by 33%."⁴

³Lorraine Noble, "Distribution-An Aid to Visual Aids," Educational Screen, 15:176-7, June 1936.

⁴Handbook for Elementary and Secondary Schools, 1947 (Raleigh, North Carolina: State Superintendent of Public Instruction, 1947), p. 104.

Definition of terms used. Two terms have been defined in this study as follows:

Audio-Visual Aids. They are those aids which enlist the sensory faculties of sight and hearing in making a more adequate interpolation of verbal conversation. Audio-Visual Aids therefore supplement general instruction and are only tools for teaching.⁵ Most auditory and visual aids may be classified under the following headings:

1. Objects, specimens, models, etc.
2. Sound and silent films
3. Slides and still films
4. Sound reproductions (phonographs and radios)
5. Television
6. Flat pictures
7. Graphic aids and others.

Regional Center. The term regional center has been interpreted as meaning a library containing a large selection of various audio-visual aids with emphasis placed on films, strips, slides, pictures, and recordings established and staffed to serve a specific region in the following ways:

1. Serving as a basic audio-visual library for counties that do not have their own libraries.

⁵ Ibid., p. 103.

2. For counties that have their own libraries, the regional center would offer supplementary assistance.

3. By providing in-service and pre-service training in proper use of Audio-Visual Aids.

Description of territory and schools studied. The area surveyed was located in the western part of North Carolina and consisted of the following counties: Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Mitchell, Watauga, and Wilkes. The geographical, social, and economic conditions were typical of the western area of this state. These nine counties, all within a radius of thirty-four miles of Boone, were selected for the survey for two reasons. First, it was felt that the school problems, conditions and situations in this area could be considered typical of the western section of North Carolina. Secondly, that the scope of influence of Appalachian extended over this area to a greater extent than other counties since approximately one third of the students in both the summer and regular terms come from this area.

All the high schools and every third elementary school as listed in the state directory were studied. This means that one-room schools with as small an enrollment as 18 students and one teacher were studied along with the large consolidated schools with an enrollment of 1350 stu-

dents and 39 teachers. Some schools were without electricity while others were well equipped with audio-visual equipment and materials. The range of schools extended from the small to large enrollments, poorly equipped to the well equipped, from urban to rural, and from elementary to high school but still there was shown a manifestation of great interest in the establishment of a regional center at Appalachian.

Source of data. Part of the information for this study was obtained by a three page questionnaire sent to the forty-nine high schools and fifty-two elementary schools in the nine counties mentioned. The returns averaged 52 per cent with the larger schools in the majority even though questionnaires were received from one room schools. The school principal was contacted personally in securing information that was not secured through mailed questionnaires.

All county superintendents were sent one-page check sheets concerning the over-all view of audio-visual education in their particular county. The returns from this source averaged 78 per cent.

Methods of investigation. The investigation for this study was made through personal contact with the school principal. A three-page questionnaire was used as a check list for recording information. In other instances a questionnaire was mailed along with a letter of explanation concern-

ing the purpose of the study. This questionnaire consisted of three pages and was made up of four divisions as follows: (1) equipment owned by the school, (2) materials at their disposal, (3) policies, and (4) general information.

The questionnaires that were mailed to the superintendents consisted of only one page and was in the form of a check sheet. An over-all view of the equipment owned and the interest in a regional center was secured by this means.

In addition to the personal contacts and questionnaires, a planned trip was made to the state audio-visual center at Chapel Hill to study the various phases of the organization, administration and operation.

CHAPTER II

GENERAL PRINCIPLES UNDERLYING THE USE OF AUDIO-VISUAL AIDS

Appalachian, being a teacher training institution, has a great responsibility in preparing those people who will mold many of the lives of the future citizens of our nation. In this training process, the future teacher should become familiar with the best techniques in teaching. In familiarizing themselves with the working of the most progressive schools it will be recognized that the importance of the use of audio-visual aids throughout the curriculum should not be overlooked. By use of films, television, radio, etc., life-like situations can be presented to one or a great number at the same time with little expense. The fact that films demand the attention of the student and have the power to focus their eyes and thoughts is of great importance. According to Spivey¹ films are of great importance, (1) because they show action and are capable of controlling the time factor to give better opportunity for full comprehension; and (2) the film is capable of building a "common denominator of experience". Therefore, the students may be on different reading levels and have different abilities for comprehension but they will get ideas from visual aids which they can share and discuss

¹ Helen E. Spivey, "Using Films In Your Guidance Program," Work and Training, 8:4, November, 1948.

with others.

Increased emphasis in audio-visual education noted.

Demands for instructional films have greatly increased with the growing awareness of their value in teaching. Rogers² found in his survey for the American Council of Education that the surface had hardly been scratched in the use of films prior to 1942. During the past few years, and particularly since the armed forces have been so successful in the use of visual aids, it has been found great strides have been and are being made in the use of audio-visual aids. Many states have shown increased interest and have appropriated large sums for the placing of greater emphasis in audio-visual aids. Dickinson³ states that the Virginia General Assembly in 1945 appropriated more than one million dollars of state funds for audio-visual education. Payne⁴ reports that in 1947 audio-visual education received an initial outlay in Oklahoma in the amount of \$125,000. And in 1948 a total of \$40,000 was spent for state films to be used in

² V. M. Rogers, "Organization and Administration of the Audio-Visual Aids Program", School Executive, 64:56-8. November, 1944.

³ C. W. Dickinson, "Introduction", Educational Motion Pictures for Virginia Public Schools, Vol. 28 (Richmond: Commonwealth of Virginia, 1946), p. 7.

⁴ J. Win Payne, "Oklahoma Goes to the Movies," Oklahoma Teacher, 23:30-31, December, 1948.

regional libraries. In our own state of North Carolina we have House Bill 610 which was an act to create the North Carolina Communication Study Commission. Generally speaking, the chief duty of this commission has been to survey, study and approve the needs in North Carolina for an over-all plan in the use of all methods of educational communication at all levels of education.

A country wide awakening has taken place as can be noted in articles in magazines, newspapers, and in the new books on the market. Various signs of advancement have made their appearance. ⁵ Milliken notes that some states like Ohio, Georgia, and Arkansas, lease films and then turn them over free to the school centers within the states. The Los Angeles school system has 1,100 sound projectors in operation, and keeps five trucks busy delivering and picking up films. Truly enough the program is getting underway for certainly a fine beginning is being observed.

At Appalachian, the field is open for a great venture in the realm of audio-visual education. Truly enough the seeds have been planted in a small way, but in order to fully reap the benefits to which our public school students are entitled it will be necessary to have an expanded program in

⁵ Associated Press dispatch, Charlotte (North Carolina) Observer, May 8, 1949.

audio-visual education including in-service and pre-service training of teachers.

Function of audio-visual education. Our whole audio-visual movement represents an entire new philosophy as far as our instructional practices are concerned. It has been necessary then that a very intelligent approach as to the function of audio-visual education be taken. However, at Appalachian, the instructional practices should blend beautifully with the increased emphasis on multi-sensory education. In a broad sense Noel⁶ believes that in general education we cannot accomplish results unless we provide trained personnel, funds, and administration. He concluded that the functions of audio-visual education were:

(1) To provide to teachers and superintendents the materials that are necessary to help to improve instruction.

(2) To provide correct curriculum materials at the right time.

(3) Assuming that we have provided an environment situation in which the materials have been used and at the time needed, we will still not have enough. Unless the teacher is able to use these materials effectively in terms of good instructional practice, we are lost again. Consequently, a function of our work is:

⁶ 6
Francis Noel, "What Function Does Audio-Visual Education Serve?", Proceedings of the Fourth Annual Visual Education Institute, 1946, p. 15.

(4) To provide that the materials may be used effectively.⁷

Many of the approaches that are taken in general education are applicable to our work in audio-visual education.

Place for use of audio-visual aids. Audio-visual aids should be regarded simply as additional materials of instruction to be used in a class to provide better understanding of the work being studied. In determining the place for using aids of this type it must be decided whether we are to integrate the work with audio-visual aids or consider it a separate part of the curriculum. In reference to the use of films, there has been found to be considerable confusion between having a film as an integral part of the class work and just having a show. Since our first contact with films were of the entertainment nature it has been hard to break away from this idea. An attempt to make a change over to some other patternsometimes presents many problems as to the best place for showing films. Most all authorities agree that the logical place for using audio-visual devices is in the classroom since the other aids to learning used by the teacher are already there. Peters⁸ stated that he favored the classroom

⁷ Loc. cit.

⁸ Rupert Peters, "Classroom is Place for Audio-Visual Teaching.", Nations Schools, 38:58-9, July, 1946.

as being the ideal audio-visual laboratory for school children. It is within the individual school that the problem of selecting a place for use of audio-visual aids must be solved.

Pre-service and in-service training of teachers. The teachers that Appalachian sends out each year into the public schools of this state and other states are a reflection of the college itself. The reflection has, in the past, been exceedingly pleasing, but a new element has made its appearance which has the power to create a change. This new element is audio-visual education. Even though still ignored in some places, the writer finds great strides being taken in others. Progress points to increased emphasis on audio-visual education. It must be remembered that many people believe that "teachers teach as they are taught". For this group the lack of training in using visual-aids can be noticed in the classroom work of the teachers.

It is believed that both teachers in training and those in service in the field should be taught as a necessary part of the professional preparation how to operate projection equipment which they will need in the classroom. They should come to understand through frequent examples in their regular college classes, how audio-visual instructional materials, wisely used can contribute to learning and understanding on all levels.⁹

⁹ News item in the University of Virginia Newsletter, November 1, 1946.

Milliken¹⁰ states that in Nebraska a program was recently financed to create a project to show Nebraska teachers how to use films effectively in their classroom.

The training of teachers to use films for instruction is an important problem that must be overcome before films can be used to the best advantage in the schools. The responsibility for the successful utilization of teaching films must be shared alike by those students now in college preparing to be teachers as well as those out in the field. The work of a regional center with teachers as well as courses offered in teacher training institutions are necessarily a part of the mechanism needed to utilize the value of audio-visual aids to the greatest extent.

Review of the literature. The field of audio-visual education is one in which rapid changes are taking place as far as the introduction of new ideas, materials and equipment are concerned. There exists many new fields that are quite new and demand much exploring. One of these fields relates to the training of teachers to make more effective use of audio-visual materials. In times past, a few colleges experimented with audio-visual aids instruction but now many are offering courses in regular as well as summer sessions.

¹⁰Milliken, op. cit., pp.

According to McClusky,¹¹ California has taken a step which Pennsylvania took several years ago of requiring a course in audio-visual instruction of all teachers applying for credentials. Several other states, notably Virginia, Nebraska, Illinois and Connecticut are experimenting with extensive programs in audio-visual education.

A good starting place for the new comer in video to reinforce his background knowledge and to prepare himself for the changes to come has been presented by Dunlap¹² in a revision of his latest work. The future of audio-visual education assumes an optimistic setting when the fourteen points devised by Witt¹³ are considered. Various trends leading up to the present time are treated in an interesting manner in this work.

Elliot¹⁴ presents a well-rounded view of audio-visual education in his work which contains the work of 37 writers. Each writer being a specialist in his or her field. In the

¹¹ F. D. McClusky, "Things New and Coming in Visual Education," Nations Schools, 40:54-55, November, 1947.

¹² Orrin E. Dunlap, The Future of Television. (New York: Harper and Brothers, 1947), 194 pp.

¹³ Paul Witt, "Some Trends in Audio Visual Instruction," The New York State Education, 36:381, February, 1949.

¹⁴ Godfrey M. Elliot, Film and Education. (New York: Philosophical Library Press, 1949), 596 pp.

works of a number of authorities, the debatable question being asked concerning the influence of comics and the radio on our children has come up for discussion. Frank¹⁵ suggests some of the more positive ways for parents and teachers to exploit the interest that children have in them.

The use of audio-visual materials should be so organized that they will function as an integral part of the educational program. Witt¹⁶ states that a good audio-visual program is an organized attempt to utilize certain instructional materials such as slides, films, pictures and, etc., in providing educational experiences for pupils. In order for a program to function a minimum amount of material and equipment is necessary. Lewis¹⁷ points out that at least one projector for every 200 pupils is necessary and states that L. C. Larson, head of the Indiana University Film Center, predicts this goal will be reached by 1950.

In a survey conducted by Harris¹⁸ he finds that pro-

¹⁵ Josette Frank, "Comics, Radio, Movies--and Children," Child Study Ass'n. Public Affairs Pamphlet No. 148. New York: Public Affairs Commission, 1949. 32 pp.

¹⁶ Witt, op. cit., pp.

¹⁷ William Lewis, "The Screen As Teacher," Saturday Review of Literature, 30:18-19, September 13, 1947.

¹⁸ Fred Harris, "Initiating a Program in Audio-Visual Education," Teachers College Journal, 15:119-120, May, 1944.

grams in audio-visual education are avoided by some schools because they are thought to be expensive. In many cases this is probably true but relief from this situation presents itself in the form of regional libraries. Durr¹⁹ offers a plan in which the regional libraries form a link between the State Department of Education and individual schools. Blair²⁰ surveyed nineteen public libraries across the nation and found that over \$70,000 had been budgeted for the purchase of films. Smaller cities like Charlotte was included in the survey.

¹⁹ W. H. Durr, "Virginia Audio-Visual Plan Offers Other States a Practical Suggestion," School Management, 17:50, May, 1948.

²⁰ Patricia Blair, "Libraries Meet a New Responsibility," Educational Screen, 27:268-269, June, 1948.

SUMMARY

It is the purpose of this chapter to investigate and discuss the general principles underlying the use of audio-visual aids in the nine-county area. The writer emphasizes the fact that the use of audio-visual aids is discussed almost daily in the many articles appearing in the various newspapers and periodicals. This emphasis is also noted by reports concerning the reactions of state legislators in appropriating money for audio-visual education and also by the work being done by many state universities in this respect.

This chapter also stresses the functions of audio-visual aids and is concerned with the proper place for their most effective use.

In order to provide adequate use of audio-visual aids, the necessity of inservice training for students preparing to teach is stressed and encouraged. The training of those teachers out in the field who haven't had advantage of audio-visual instruction is considered both from the viewpoint of the teacher and also of the educational institution.

The reactions and ideas expressed by nine of the leading authorities in audio-visual education is taken up in the study of the current literature.

CHAPTER III

OVER-ALL VIEW SHOWING THE NEED FOR A REGIONAL CENTER IN THE AREA SURVEYED

Research studies have shown the vital importance of audio-visual education being a necessary part of every school curriculum. Frequently, it is of great importance for the teacher to obtain audio-visual materials at a time that they can be used to best advantage. However, the failure to obtain materials when needed tends to cause a breakdown in the use of audio-visual aids. The organization of a regional center at the Appalachian State Teachers College would strengthen the audio-visual education program and create a demand for more ventures into the field of audio-visual education. Obviously, the necessity of placing the use of audio-visual aids in the course of study lies directly upon our teachers. Therefore, the teacher training institutions have the responsibility of preparing students to become good teachers. Since Appalachian State Teachers College is the teacher training institution for this section of North Carolina, it has been considered the hub of the area to serve as the distribution center for all audio-visual information.

Geographical location of suggested regional center.

Hoban¹ relates in his study that we must appeal to the teacher training institutions to include a course in audio-visual instruction in the professional preparation of teachers. This instruction should be for those teachers in training and also refresher courses provided for those out in the field. Appalachian State Teachers College has been selected by the writer as the site of the regional center for western North Carolina. Radiating from Boone for a distance of approximately forty-odd miles lies a territory consisting of nine counties. These counties are: Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Mitchell, Watauga, and Wilkes. These counties would be served by the audio-visual education center at Appalachian. Figure 1 shows the location of the area surveyed with Boone as the hub. By use of the insert map the location of this area is shown in reference to the state as a whole. See Figure 1, page 22.

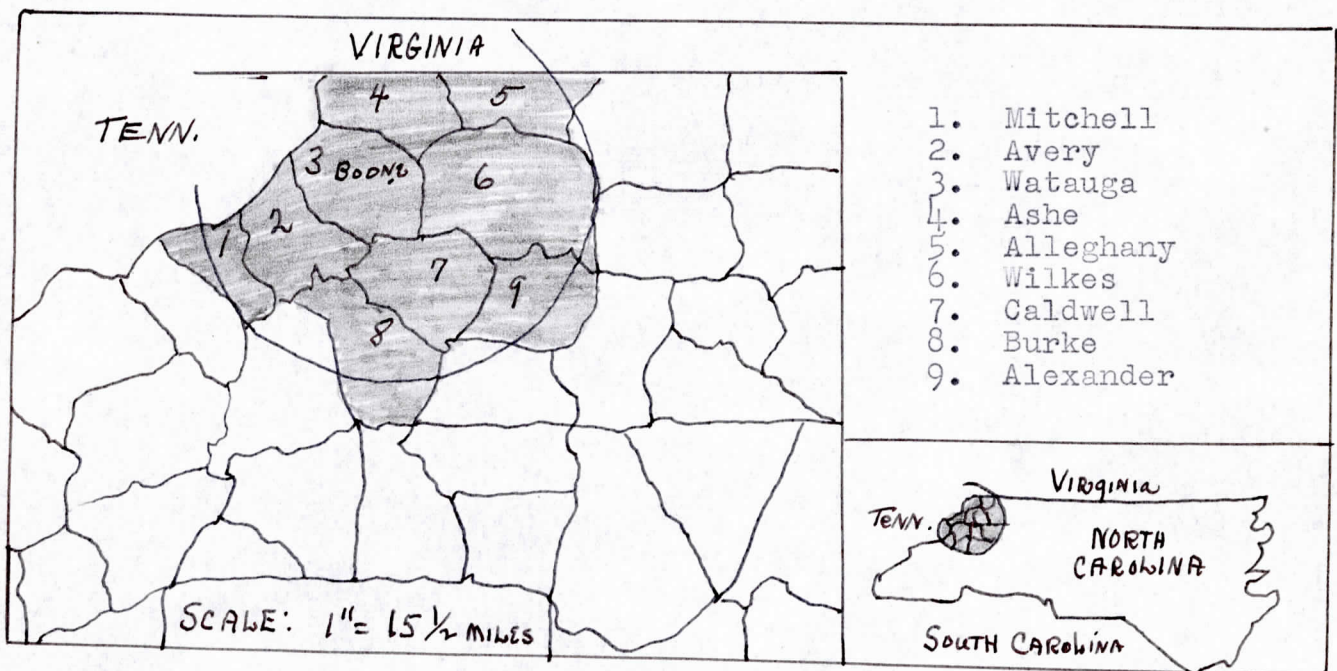
Area to be served. In order for a regional center to serve an area most effectively it is important that contacts between the schools and the center be easily made. Audio-visual materials arriving too early or too late are not desired in most schools. Many factors have been taken into

1

C. F. Hoban, "Responsibility of Teacher-Training Institutions for the Preparation of Teachers in the Techniques of Visual and Other Sensory Aids: Abstract," National Education Association Proceedings, 1931, pp. 957-59.

FIGURE 1

AREA TO BE SERVED BY THE PROPOSED AUDIO-VISUAL REGIONAL
CENTER LOCATED AT THE APPALACHIAN STATE TEACHERS COLLEGE
IN BOONE, NORTH CAROLINA



consideration in order to determine the maximum area that could be served in an efficient manner. The factors listed are (1) the speed of mail delivery, (2) availability of postal service under all weather conditions, (3) speed in handling booking, shipping, and confirming in an area just beginning a new enterprise and, (4) a certain amount of consideration has been given in time allotted for return of films to the center. With these factors in mind the most logical area to be served was determined as having an area of approximately forty-five miles. This area is made up of Alleghany, Alexander, Ashe, Avery, Burke, Caldwell, Mitchell, Watauga, and Wilkes Counties. In these nine counties, the writer finds schools ranging from one-teacher schools to schools having forty-two teachers. This area also contains a total of forty-nine high schools and one hundred thirty-six elementary schools. At a later date, when the organization has reached its maximum efficiency, the area might be extended to cover a greater area.

Equipment owned by the schools. Practically all the audio-visual equipment owned by the schools was either purchased with funds raised by the school or, in a few cases, presented to the school by some interested organization. Since it has been necessary to obtain equipment in this manner, it is obvious that much of it was obtained through hard

work and much planning. The need for more emphasis on audio-visual education has been recognized by many school administrators.

Table I gives an itemized list of the minimum equipment for a school as suggested by Brown.² The writer arranged the schools into four groups according to enrollment. Those schools with enrollments less than one hundred students were without any audio-visual equipment whatsoever. As the enrollment increased, the amount of audio-visual equipment increased accordingly. Schools in the second classification, having from one hundred to four hundred students; and those in the third group, having from four hundred to eight hundred students, were almost identical in reference to the amount of equipment owned. The former group reported ownership of fifteen sound projectors, three silent projectors, two slide projectors, two still film machines, fifteen radios and seventeen phonographs. The latter group reported one more sound projector, two less silent projectors, five more slide projectors, and equal number of still film machines, three opaque projectors, one more radio and two more phonographs.

2

James W. Brown, "Virginia's Audio-Visual Teaching Materials Program," The University of Virginia News Letter, 23:1, November 1, 1946.

TABLE I

EQUIPMENT OWNED IN THE NINE-COUNTY AREA AT THE CLOSE
OF THE SCHOOL YEAR 1948-49

Equipment	Enrollment of schools				Total
	under 100	100-400	400-800	over 800	
16mm. sound projector	0	15*	16	10	41
16mm. silent projector	0	3	1	0	4
Slide projector	0	2	7	6	15
Still film projector	0	2	2	4	8
Opaque projector	0	0	3	2	5
Radio	0	15	16	6	37
Phonograph	0	17	19	10	46
Totals	0	53	64	38	156

*The number 15 indicates that there is a total of 15 projectors in the schools that have enrollments from 100-400. Other figures are to be read in the same manner.

Materials available and in use. The writer finds that there are many reasons that many schools have neglected to use audio-visual aids in their classrooms. However, the greatest of these is likely financial. There are many audio-visual aids that may be obtained at a reasonable price or made by the school at no cost whatsoever.

Many of the teachers have not had any instruction in the use of audio-visual aids and equipment; which, in many cases, accounts for the lack of interest shown. To a great extent the teacher training institutions are responsible for the lack of materials in audio-visual education in the public schools in this area. In this specific area, Appalachian has not fully met its responsibility in the preparation of teachers when these instructors do not take a more active part in the use of audio-visual materials in their respective schools.

The materials owned by the schools are, in many cases, not adequate to meet the needs of the students. Table II gives the number of schools as classified into one of the four groups. There are ten schools having enrollments less than one hundred. Twenty schools have enrollments between 100 and 400. Twelve schools were listed in the class ranging from 400 to 800 and ten schools in the group with enrollment over 800 students.

TABLE II

DISTRIBUTION OF SCHOOLS ACCORDING TO ENROLLMENT

Enrollment	Number of Schools
Less than 100	10
100 - 400	20
400 - 800	12
over 800	10
Total	52

In Table III the writer finds that the ten schools with enrollments less than one hundred students have a total of only six flat pictures, eleven wall maps and two charts. A great increase is noted in the twenty schools ranging in enrollment from one hundred to four hundred pupils. In this group, the flat pictures numbered five hundred seventy-six, wall maps two hundred fifty-eight, charts one hundred sixty-one, film strips fifty, and slides were ten in number. The twelve schools ranging in number of pupils from four hundred to eight hundred fared much better in equipment. Their equipment was as follows: flat pictures seven hundred forty-two, wall maps two hundred ninety-two, charts one hundred eighty-one, film strips two hundred fifty-one and one hundred twenty slides. The ten schools with enrollments over eight

hundred had a total of seven hundred seventeen flat pictures, two hundred sixty-seven wall maps, two hundred thirty-nine charts, ninety-three film strips, fifty-seven slides and the only museum found in the entire area.

TABLE III

AUDIO-VISUAL MATERIALS IN THE NINE-COUNTY AREA

Materials	School Enrollment				Total
	under 100	100-400	400-800	over 800	
Flat pictures	6	576	742	717	2041
Wall maps	11	258	292	267	828
Charts	2	161	181	239	583
Film strips	0	50	251	93	394
Slides	0	10	120	57	187
Museum	0	0	0	1	1

An interesting comparison of the maps owned by the schools and the requirements as set up by the state has been made. The State Handbook³ states that for an accredited school with a curriculum of seven or eight school years, not

³ Handbook for Elementary and Secondary Schools, 1947 (Raleigh, North Carolina: State Superintendent of Public Instruction, 1947), p. 27.

exceeding thirteen teachers, should have the following maps: one set of physical-political maps, including maps of the United States, Europe, Asia, North America, South America, Australia and the World. A school whose curriculum ends with the fifth year is not required to have Europe, Asia, Africa, and Australia in the series. Where the seventh year is contained in the high school, maps of the Western Hemisphere, and the World are required. If the eighth year is housed with the high school, maps of North Carolina, the World, and the United States are required. For a school of more than thirteen teachers, two maps each of the United States and the World are required.

In addition to these requirements, the accredited school must also have: (1) Three blackboard outline maps, (2) one political map each of the United States and North Carolina, and (3) in the requirement mentioned above concerning the United States map it is noted that this selection must consist of ten different maps.

It becomes obvious that the need of the schools is great. It is also obvious that the best teaching cannot be done with the lack of material and equipment.

Policies pertaining to use of equipment and materials. The attitudes and policies formulated by the schools and teachers in general have been instilled in them

by the colleges in which their training was received. This picture is true for this area of western North Carolina, in which many aspects of audio-visual education have been neglected. The writer finds that a small per cent of teachers are making use of materials available and reading current audio-visual literature. Hamilton⁴ is a firm believer that teachers should be trained in the operation of all audio-visual equipment, and that school-wide use of all facilities should be made.

In this survey, a total of six hundred sixty-four teachers and twenty thousand, nine hundred forty-four students were represented. In Table IV, the writer indicates the approximate per cent of teachers that make use of the audio-visual equipment and materials on a daily, weekly, and monthly basis. The per cent is also given of the teachers that do not use materials and equipment at all. The 16mm. projectors are used daily by 2 per cent, weekly by 3 per cent and monthly by 20 per cent of the teachers represented in the schools surveyed. The still film projector and the opaque projector were used very little. The per cent of teachers using these two aids were identical. Their percentages being one half of 1 per cent daily, 2 per cent weekly, and $2\frac{1}{2}$ per cent monthly. The radio was used daily

⁴W. J. Hamilton, "Administrative Problems in Visual Education," Educational Screen, 15:208-10, September, 1936.

TABLE IV

PER CENT OF TEACHERS USING AUDIO-VISUAL EQUIPMENT

Equipment	Daily	Weekly	Monthly	Not at all
16mm. projector	2*	3	21	74
Still film projector	$\frac{1}{2}$	2	$2\frac{1}{2}$	95
Opaque projector	$\frac{1}{2}$	2	$2\frac{1}{2}$	95
Radio	8	$3\frac{1}{2}$	10	$78\frac{1}{2}$
Phonograph	14	9	9	68
Slide projector	0	2	3	95

* The number 2 indicates that 2 per cent of the teachers used the 16mm. projectors daily. In this Table 16mm. includes both the silent and sound projectors. The number of silent projectors owned by the schools was so small it was hardly negligible.

by 8 per cent of the teachers, weekly by $3\frac{1}{2}$ per cent and monthly by 10 per cent. The most popular aid used was the phonograph which was used daily by $1\frac{1}{4}$ per cent of the teachers, 9 per cent weekly and 9 per cent monthly. The slide projector was used weekly by 2 per cent, monthly by 3 per cent, but no daily use was listed.

Table V concerns the number of teachers reading the leading audio-visual literature. The three outstanding publications in this field are listed and the number of teachers that make use of these periodicals. The writer finds that twenty-nine teachers or $4\frac{1}{2}$ per cent read the Educational Screen, eight teachers or $1\frac{1}{2}$ per cent read the Visual Review and that only two or $1/3$ of 1 per cent make use of the publication, See and Hear.

TABLE V

NUMBER OF TEACHERS READING AUDIO-VISUAL LITERATURE

PERIODICAL	SCHOOL ENROLLMENT				Total
	under 100	100-400	400-800	over 800	
<u>Educational Screen</u>	0	0	9	20	29
<u>Visual Review</u>	0	1	7	0	8
<u>See and Hear</u>	0	0	2	0	2
Totals	0	1	18	20	39

Difficulties encountered in securing audio-visual aids. The writer finds that many obstacles have prevented the securing of audio-visual aids at the time needed. Therefore, much of the interest has been lost. It has also been found that much of the equipment has been neglected and many of the hopes for a great audio-visual education program have vanished.

This study finds that audio-visual aids have been most difficult to obtain for use in courses in mathematics and English. However, materials for use in social science and science were the easiest to secure. The following list has been compiled to show difficulties encountered in securing audio-visual aids:

1. Inability to secure films at the precise time needed.
2. Rental cost too high for extensive use of films.
3. Types of films desired not available.
4. Films failed to meet booking schedule.

Ways in which interest in a regional center were shown. Principals and superintendents receiving questionnaires and those principals contacted personally expressed an interest in a regional center. Table VI indicates their interest in answer to this question: "Is your school in-

terested in a regional center at the Appalachian State Teachers College?" It is significant that schools with small enrollments and little equipment expressed an interest equal to the larger schools. Forty schools, or 78 per cent, indicated their interest in a regional center at Appalachian. Two schools, or 4 per cent, were not interested, while only nine schools, or 18 per cent, failed to answer the question.

TABLE VI

NUMBER OF SCHOOLS INTERESTED IN A REGIONAL CENTER

Enrollment	Interested	Not interested	No reply
Under 100	1	1	5
100-400	16	1	2
400-800	15	0	2
Over 800	8	0	0
Total	40	2	9

The following ways were used in expressing an increased interest in the use of audio-visual materials: (1) Teachers wanting more materials than schools were financially able to provide, (2) Faculty discussions on use of films for teaching purposes, (3) By use of films as a means of improving in-

struction, and (4) By requests from teachers to provide instruction in the use of audio-visual aids.

Table VII was compiled from reports received from the nine county superintendents of the counties surveyed. This does not necessarily indicate the interest of the county as a unit, buy merely the superintendent's interest. It is to be noted that two superintendents did not reply and that two submitted other information but failed to express their opinions on a regional center. Five of the superintendents expressed a desire for an audio-visual center at Appalachian.

TABLE VII

NUMBER OF SUPERINTENDENTS AND OPINIONS EXPRESSED
ON PROPOSED AUDIO-VISUAL REGIONAL CENTER

Number of superintendents	Not in-		No reply
	Interested	terested	
5	X	0	0
2	0	X	0
2	0	0	X

SUMMARY

The data obtained by means of personal contact with the school principals, as well as information received by means of questionnaires are used in this chapter to show the needs for a regional center at the Appalachian State Teachers College.

The geographical location of the area to be served by the suggested regional center is shown by a map. The writer discusses the urgent need for an audio-visual center to serve this area. The greatness of this need is borne out by information received during this period of investigation. Data was received from this area concerning: (1) the amount of materials and equipment owned by the schools, (2) policies formulated in the use of equipment, (3) difficulties encountered in the securing of audio-visual aids, and (4) the ways used by the schools to express an interest in an audio-visual aids center at the Appalachian State Teachers College.

CHAPTER IV

SUGGESTED PLAN FOR THE ORGANIZATION OF AN AUDIO-VISUAL REGIONAL CENTER AT APPALACHIAN STATE TEACHERS COLLEGE

Sechriest¹ points out in his research that since audio-visual education should be a vital part of the progressive school's curriculum that the ideal place for the audio-visual center would be in the institution dedicated to the training of teachers. Appalachian is remarkably suited for this type of work and at present stands on the threshold of a great future in the field of audio-visual education. Only through the foresight of the administration will it be possible for this teacher training institution to keep pace or surpass the other schools in this important venture.

The writer, having studied audio-visual regional centers in other areas, will present a suggested plan for the organization of a center at Appalachian.

Before this plan is presented, a brief description of the plan in use at the University of North Carolina, as well as a few suggestions from other states, will be presented.

Description of the center at Chapel Hill. The audio-

1

Abstract in Education from Dissertation for the Degree Doctor of Philosophy, 1945. Pittsburgh: University of Pittsburgh, 1945.

visual center at Chapel Hill is located in Swain Hall. It is under the direct supervision of the Executive Secretary and is operated in direct connection with the courses in audio-visual education at the University of North Carolina. The center consists of: (1) two offices, (2) a stock room for repairing, cleaning and storing films, (3) a small projection room, and (4) a laboratory room where the equipment is used and stored. The equipment and materials at the center have an estimated value of \$90,000. It is the plan to have at least one of the nationally known makes of each type of projection equipment available for demonstration at all times in the laboratory. When not in use, the equipment is stored in closets and kept under lock and key. The supply of films is limited due to the fact that they have been purchased from the profits derived from rental fees. However, at the present time (1949), there are approximately 2,500 prints available which cover over 1,000 subject fields. These are practically all sound films and are recorded in black and white.

Films are secured from the center in groups known as units. The price per unit varies, depending upon the number of schools using the film as well as the total number of showings of the film. Schools wishing to use the services of the center usually book their films in advance. The

problem of distribution is solved in an efficient manner by the use of a truck and also using the mails. The mail service is probably more adequate and less expensive. Films are usually mailed on Friday or Saturday in order that the schools might have them for use on Monday. Films are then returned to the center on Wednesday or Thursday of the following week. The transportation of films by truck is an added feature that has undoubtedly increased the use of audio-visual aids in many schools. The truck covers 30-50 per cent of the state by traveling over four different routes. This complete coverage is made every two weeks. By this plan, all films used within a county or city are left at a central point such as the superintendent's office and are distributed from this point to the schools booking them. Films are picked up by the truck and returned to the center at intervals of two weeks.

For the actual operation of the center, the writer observed the following: (1) a director or executive secretary, (2) one clerk to assist in booking, distribution, etc., (3) an assistant who takes care of splicing, mending, packing and mailing, etc. This does not include the professors that work in the subject matter field. Even though the center is operated for the benefit of the public schools and is housed in a state institution, only one salary is paid by the state. The salaries of all other workers are paid from

the profits received from film rentals.

Additional suggestions obtained by studying centers in other states. The writer observed a considerable degree of uniformity in the operation of audio-visual centers in the states of Indiana, Oklahoma, Virginia, Illinois and Iowa.

Larson states:

In all states, the Schools of Education in the universities and teacher training institutions must think and move in this area. For the first time next year (1948), we will have a one-half-time person on our Indiana School of Education staff whose sole job is to serve as liason between our center and all of our materials, and about fifteen members of the Education staff both in utilization and production.²

Payne³ states that the State of Oklahoma has a State Film Council that serves in an advisory capacity, helping to plan the program of Audio-Visual Education. The eight teacher training institutions serve as regional centers for the state. Dunn⁴ points out that the audio-visual centers in Pennsylvania distributes monographs. New York state distributes lesson units listing the slides that may be borrowed to supplement the teaching. Iowa State College issues mimeo-

² L. C. Larson, "Interpreting the School Audio-Visual Program to the Community," Proceedings of the Fifth Annual Visual Education Institute, Madison, Wisconsin: Mayer Printing Company, 1947.

³ J. W. Payne, "Oklahoma Goes to the Movies," Oklahoma Teacher, 23:30-31, December, 1948.

⁴ Fannie Dunn and Etta Schneider, "Activities of State Visual Education in the United States," Educational Screen, 14:99-100, April, 1935.

graphed bulletins on the various phases of audio-visual education. In Virginia the Bureau of Teaching Materials issues mimeographed bulletins for teachers intending to create more interest in the use of visual-aids. An excellent plan is used by the state of Illinois and is known as the cooperative plan.

All member schools pay \$5.00 per year and contribute one 16mm. teaching film to the library. This entitles the school to use the 16mm. films and glass slides for two years. At the beginning of the second year of the plan there were 150 films available to member schools.⁵

The suggested center at Appalachian was planned on a modified basis with the viewpoint in mind that the administration would seek progress and advancement in an open-minded fashion.

MODIFIED PLAN FOR A REGIONAL CENTER AT THE APPALACHIAN STATE TEACHERS COLLEGE

In this proposed plan for an audio-visual center at Appalachian the writer stresses the importance of the center making an outstanding contribution for the advancement of education. The proposed center would be the means of making the use of audio-visual aids more practical and effective in

⁵

Ibid., p. 100.

the school systems of western North Carolina. The plan has been divided into three parts for closer investigation.

Organization. The organization stresses very close integration with the curriculum and should be considered part of the curriculum department. It is to be understood by all schools that the center is to operated as a service department. This service would be offered to schools by means of providing (1) in-service and pre-service training for teachers, (2) excellent selection of films, pictures, slides, and other audio-visual aids, and (3) advice and cooperation concerning any phase of audio-visual education. The center would be located in the library building at Appalachian for the following reasons: (1) Films are now classified by the Dewey Decimal System and are being handled in the same manner as library books, (2) it is of utmost importance that audio-visual aids be located in a building that is convenient, (3) the librarian would have direct control over the distribution of audio-visual aids, and (4) audio-visual aids would take their place along with periodicals and books as a part of the curriculum if for no other reason than the close association that would be brought about by having all aids concentrated in one building under the direct supervision of one staff.

Administration. The officer in charge shall be closely associated with the director of the curriculum de-

partment and a member of the curriculum committee. In addition to the officer in charge or executive secretary there shall be provided a secretary, two clerks and a director. It shall be the duty of the director and staff to (1) develop an adequate plan for the distribution of audio-visual aids, (2) plan for the efficient management and operation of the center, (3) develop plans for the production of various visual aids by the schools, (4) provide for in-service and pre-service training of teachers, (5) serve as a means of evaluation of all audio-visual aids, and (6) supervise the entire audio-visual education program.

The personnel shall be classified under two headings: (1) technical, and (2) clerical. The number of persons employed under each heading will vary in accordance to the size of the center and amount of service rendered.

Financing the program. The center at Chapel Hill has grown and prospered without the benefit of state aid except for the salary paid the executive secretary. Therefore, in accordance with the policy of this center, it is recommended that a rental charge be placed on each film in the amount of seventy cents. Other rates as recorded in the Extension Bulletin⁶ would prevail. Club plan A which is based on forty

⁶
University of North Carolina Extension Bulletin,
 1948. Chapel Hill: The University of North Carolina Press,
 1948.

units would cost the school \$26 for one day at one school. Club plan B which is based on 120 units would cost the school \$72 for one day at one school. A discount is given when more than one school uses the aids and also when they are used more than one day. Estimating that approximately one hundred schools would make use of an average of five films per week, the center would have at this specified rate, an income of approximately \$12,600 per school year. The expense of the films should be born by the state but; if not, it could be financed by other means. The salary of the Director would be an obligation of the State Department of Education. By proper planning and good management, the center could have a small beginning and grow as the state center at Chapel Hill has done.

Fair consideration should be given the plan used in the state of Illinois.⁷ Probably this cooperative plan would be of great interest to the schools and help develop a feeling of part ownership in the regional center. Suggestions for improvement in any way should be given careful consideration in the light of their value in advancing the work of the suggested audio-visual center here at Appalachian.

⁷ Dunn, op. cit., p. 33.

SUMMARY

The writer presents a plan for the organization of an audio-visual education center at the Appalachian State Teachers College to serve the western section of North Carolina. In the process of formulating a plan suitable for this area, a considerable amount of research was necessary.

The audio-visual center at the University of North Carolina was discussed in detail. Suggestions received in studying audio-visual centers in other states were used in formulating a plan that would be most suitable for this area.

The writer, having decided upon a suitable plan for an audio-visual education center, gives detailed information concerning the organization, administration and financing of a center at the Appalachian State Teachers College.

CHAPTER V

SUMMARY AND CONCLUSIONS

It is the purpose of this chapter to summarize the data considered in the four preceding chapters. The writer finds that the results of this study show that: (1) the present status of audio-visual education in the nine-county area is not sufficient to provide for the needs of the students and teachers in the schools; (2) the desire for the increased use of audio-visual aids, as an integral part of the curriculum is shown in 95 per cent of the schools surveyed; and (3) problems in audio-visual education were unearthed that demanded immediate study and investigation if the schools in this area were to provide an adequate curriculum.

Present status of audio-visual education in the area studied. The writer finds, from this study, that audio-visual education has made an imprint on practically all of the schools studied. The amount of interest varies from a slight trace up to those schools that are expending great effort to provide adequate use of audio-visual aids in their curriculum.

The data reveals a sprinkling of audio-visual aids of various types throughout all the schools in all nine counties.

One finds also from this study that the following conditions exist in relation to the present status of audio-visual education in this area:

1. Very little new equipment or materials has been purchased or made by the school within the last five years.
2. Equipment is not being used in the classroom as an integral part of the class assignment.
3. Teachers are poorly trained, or have no training at all in the use of audio-visual aids.
4. An adequate supply of audio-visual aids is not available.
5. Financial reasons prevent many schools from integrating audio-visual education with their curriculum.
6. Teachers do not keep informed in present day practices in audio-visual education.
7. Improvements in audio-visual equipment and materials have surpassed the teacher's preparation, necessary to adequately use them.
8. Schools are interested in the establishment of an audio-visual regional center at Appalachian.
9. The majority of the superintendents of the nine-county area have expressed an interest in a regional center.
10. Instruction in audio-visual education by teacher training institutions must be increased.
11. Teachers are interested in the use of audio-visual

aids to supplement instruction.

12. The majority of teachers have not learned to operate audio-visual equipment.

13. Sufficient interest has been shown to demand an immediate inauguration of an audio-visual education program and center at the Appalachian State Teachers College.

Need for use of audio-visual aids. The writer finds the needs for more emphasis in audio-visual education to be of two types. First, there is the need for in-service and pre-service training of teachers in the use of audio-visual aids. This responsibility lies directly upon the teacher training institution. Appalachian, being a school of this class, provides a majority of the teachers for the schools in the nine-county area. It is therefore necessary that this institution make provisions for an excellent program of instruction for those teachers in the field, and also those preparing to become teachers. Second, the needs for the use of more audio-visual aids as an integral part of the school curriculum must be emphasized. This important phase of education is neglected in many schools as indicated by data submitted in Chapter III.

CONCLUSIONS

This study suggests that:

1. There is a tendency toward the inclusion of audio-visual aids as an integral part of the curriculum of the larger consolidated schools.

2. It is obvious, from the data collected, that the use of audio-visual aids in the schools is inadequate.

3. An increased interest in audio-visual education is obvious.

4. In order to fulfil its responsibilities as a teacher training institution, Appalachian must emphasize audio-visual education in the preparation of teachers.

5. The establishment of a regional center for audio-visual education is a necessity for the Appalachian State Teachers College.

Problems needing further investigation. As a result of this study the writer suggests the following six problems, as problems needing further investigation.

1. What is the responsibility of each county unit in reference to the integration of audio-visual education with the curriculum in its respective schools?

2. What are the responsibilities of a teacher training institution in the preparation of its students in the field of audio-visual education?

3. What additional training should be required of librarians in audio-visual education?

4. What resources and materials are available in each county for making their own audio-visual equipment?

5. What are the possibilities of each school assessing a small fee to support the audio-visual program?

6. What are the possibilities of each county securing an allotment from the state to support the audio-visual program similar to the present library allotment?

The problems suggested are of a type that requires much thought and consideration. The writer feels, as a result of the study just completed, that an exploration into the realms mentioned above would pay big dividends.

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APPENDIX A

APPALACHIAN HIGH SCHOOL

BOONE, NORTH CAROLINA

May 12, 1949

Mr. R. L. Patton, Superintendent
Burke County Schools
Morganton, North Carolina

Dear Sir:

I am working on a thesis for a Master's Degree at Appalachian and am interested in securing some information on Audio-Visual Education in your county.

It would be appreciated very much if you will fill out the enclosed questionnaire and return to me.

Thanking you in advance, I remain

Sincerely yours,

G. T. Buckland

Enclosure

AUDIO-VISUAL EDUCATION QUESTIONNAIRE

County _____ Enrollment _____ H. S. _____ Elementary. _____

Number of teachers _____ Number of schools _____.

Equipment	Number owned	Number purchased this year
16mm. sound projector		
16mm. silent projector		
Slide projector		
Still film projector		
Radio		
Phonographs		
Screens		
Opaque projectors		

Number of schools without electricity _____

Film library in county _____ yes _____ no _____ size.

* Are you interested in a regional Audio-Visual center at Boone?
 _____ much _____ some _____ not at all.

* A regional center serves a specific area by (1) serving as a basic Audio-Visual library to schools in counties that do not have a library; (2) supplementing the offering of those counties that have Audio-Visual aids available; (3) providing pre-service training in utilization of teaching materials for prospective teachers. Additional services are also provided in the use of Audio-Visual Aids.

APPALACHIAN HIGH SCHOOL
BOONE, NORTH CAROLINA

57

May 12, 1949

Miss Jane Doe, Principal
White Sulphur Springs School
White Sulphur Springs
North Carolina

Dear Miss Doe:

I am working on a thesis for a Master's Degree at Appalachian and am interested in securing some information concerning Audio-Visual Education in your county.

You will find enclosed a questionnaire that I would appreciate having filled out. A stamped addressed envelope is also enclosed for your convenience.

Thanking you in advance, I remain

Sincerely yours,

G. T. Buckland

Enclosures

AUDIO-VISUAL EDUCATION QUESTIONNAIRE

58

Name of School _____ County _____

_____ High School _____ Elementary _____ Consolidated

Enrollment _____ Number of teachers _____

1. EQUIPMENT (minimum).

Type	Number	Age	Do teachers operate?	Check if interested in owning
16mm. sound				
16mm. silent				
Slide proj.				
Still film				
Opaque proj.				
Radio				
Phonograph				
Screens				

2. MATERIALS (minimum).

Collection of:	Estimated number
Flat pictures (Art)	
Wall maps	
Charts	
35mm. film strips	
2" by 2" slides	

Hand made lantern slide material _____ yes _____ no.

Art paper, ink, paint, etc., for charts _____ sufficient
 _____ insufficient

Objects, specimens, etc. _____ yes _____ no

Adequate bulletin board space _____ yes _____ no.

School museum _____ yes _____ no.

3. Policies

Equipment	% of teachers using				% of teachers obtaining material		
	Daily	Weekly	Monthly	Not at all	Local	N. C.	Others
Sound projector							
Silent projector							
Still film proj.							
Opaque projector							
Radio							
Phonograph							
Slide projector							

Audio-Visual Literature	Subscriber		% teachers reading	
	School	Teacher	Neither	
Educational Screen				
Visual Review				
See and Hear				

4. General

% of teachers interested in Audio-Visual Education. ____ much,
 ____ some, ____ not at all.

How is the interest manifested? _____

*Would your school be interested in a regional center? ____ yes, ____ no.

Estimated number of reels of films you would use per month at an
 estimated cost of 70¢ per unit _____. (postage extra)

Has there been an increased interest in the use of Audio-Visual Aids
 in the past five years? ____ much, ____ some, ____ not at all.

Do you use films for amusement? ____ much, ____ some, ____ not at all.

Are educational films shown to one class at a time ____, several
 classes combined ____, or to the entire student body ____?

Do teachers use manuals before showing? ____ always, ____ sometimes, ____ never.

Are film strips, etc. previewed before showing? ____ sometimes, ____ always, ____ never.

Subject field using films most _____, least _____.

Subject field using still film most _____, least _____.

What per cent of Audio-Visual Aids are used in the following general fields? Eng. ____, Science ____, Math. ____, Soc.

Sci. ____, Others ____.

Subject field found most difficult to obtain film _____, strips _____, records _____, others _____.

Subject field found easiest to obtain film _____, strips _____, records _____, others _____.

*

A regional center serves a specific area by (1) serving as a basic Audio-Visual library in counties that do not have a library; (2) supplementing the offering of those counties that have Audio-Visual Aids available; and (3) providing pre-service training in utilization of teaching materials for prospective teachers. Additional services are also provided in the use of Audio-Visual Aids.